



## Racial Segregation at Fort Larned

### History

B. 2, Ind. 9

B. 7, Ind. 4

### Literature

B.2, Ind. 3

1. Ask students to describe what they consider a typical Fort Larned soldier. Most likely, they will think of a young, white male. While the vast majority of Larned's soldiers did fit this description, explain to students that there were also African - American soldiers, called "Buffalo Soldiers" stationed there.

2. Distribute pg 58 from *Fort Larned Adventures* and have students read the section titled, "Troop population" After reading, ask students the following:

A. What had been the status of black people in this country only a few years earlier and what event changed this?

B. What conditions in the South might have led young black men to feel like the military was a good career option? ( note: If your students have not yet studied the Civil War, you might have to provide them with some of this background information.)

C. Why were black soldiers called "Buffalo Soldiers"?



## Racial Segregation at Fort Larned Continued

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3. Show on the overhead or distribute pgs. 135-141 from Kansas Forts: Historical Documents for the Classroom. As a group, read the historical background on pages 136-137. Pass around Document 16. If a student is up to the challenge, have him or her try to read it. After reading the letters, discuss the following questions:

A. What in Nicholas Nolan's background made him understand the challenges black troopers faced more than the average white person would?

B., C., and D. - continue a class discussion with the questions under "Activity" on pg 138.

Ask students how well they think they could have handled the challenges that black soldiers faced at Fort Larned.

For further study - Have students research the history of black soldiers in the U.S. military and determine when they became integrated with the other troops.